

# Roseacre Primary School

## Inspection report

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<b>Unique Reference Number</b>	119349
<b>Local Authority</b>	Blackpool
<b>Inspection number</b>	301708
<b>Inspection date</b>	22 November 2007
<b>Reporting inspector</b>	Brian Dower

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	621
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Alana Frith
<b>Headteacher</b>	Miss Sandra Gillibrand
<b>Date of previous school inspection</b>	1 June 2003
<b>School address</b>	Stonycroft Avenue Blackpool Lancashire FY4 2PF
<b>Telephone number</b>	01253 319000
<b>Fax number</b>	01253 319001

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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress the school has made since its previous inspection; the ability of pupils to use their basic skills flexibly across the curriculum; their confidence and independence by the time they leave the school; the use of assessment and tracking to maximise pupils' progress and to identify priorities for improvement; the breadth and enrichment of the curriculum. Evidence was gathered from: discussions with pupils, the headteacher, the chair of governors and a representative of the Local Authority; observations of parts of lessons; and analysis of school information and its self-evaluation document; samples of pupils' work; the parental questionnaire returns. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

Roseacre Primary is a large school. The area it serves has average social and economic characteristics but there are pockets of deprivation. Pupils are predominantly of White British heritage. The few pupils from ethnic minority backgrounds are fluent in the English language. The proportion of pupils with special educational needs is below average. Pupils' social and communication skills on entry to the Reception year are below those typical of children of that age. The proportion of pupils entering and leaving the school at times other than the start and end of a school year is high.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Roseacre is a good school with outstanding features. It has the support of parents and is well regarded in the local community. Standards are above average and pupils' achievement in relation to their starting points is good. Children make exceptional progress in their social and literacy development in the Reception year because of the excellent teaching they receive. The school's curriculum is outstanding in terms of its breadth and enrichment and all pupils are afforded high quality care, guidance and support.

Standards at the end of Years 2 and 6 have been consistently above average over recent years. All pupils, including those with learning difficulties and/or disabilities, those who have high prior attainment and those who join the school part way through a year, make good progress. This is a significant improvement since the previous inspection. Basic skills are more advanced than seen normally with pupils of this age and they have the ability to use them flexibly and well across all subjects. The school met its statutory targets this year. There was a dip in the proportion of pupils attaining at the higher levels in English but high quality written work was seen during the inspection. The school's excellent assessment and tracking procedures and the work seen in lessons indicate that pupils are continuing to make good progress overall.

Pupils are confident, articulate and self-reliant. Their social, moral, spiritual and cultural development are good. They enjoy their work and talk enthusiastically about the clubs and activities many of them are involved in, their musical performances in the local community, trips away and visitors to the school. Attendance rates are above average and pupils are punctual in getting to school and to lessons. The school council is active in representing pupils' views and securing improvements in playground facilities and lunchtime activities. Older pupils take on responsibilities as mentors and buddies for the younger children very sensibly. Pupils say they feel safe and secure in their school and that they do all they can to stay fit and well through regular exercise and healthy eating. They know right from wrong and their fund-raising activities show their sensitivity to the needs of others in the community. Their good basic skills and their personal qualities equip them well for the next stage of their education.

Teaching and learning are good. Pupils' behaviour is excellent and they are keen to learn. They have the ability to concentrate for extended periods and work independently. Working relationships are good and pupils know how to collaborate in group activities. Pupils in all years speak highly of the care and support they receive from their teachers and the learning assistants. They are clear about how well they are doing and what they must do to get better. Teaching has improved markedly since the last inspection and is now consistently good. Lesson planning and the use of varied learning activities to meet the needs of all pupils are strengths. Teachers have high expectations but temper these with a supportive and encouraging approach. They have gone to great lengths to create a colourful and stimulating learning environment around school and in classrooms. The computer technology already in school is not used effectively enough to improve the pace of learning; the use of arresting visual material and the opportunities to engage pupils more actively are not taken often enough.

Pupils benefit from a broad and balanced curriculum. Booster classes are held to ensure that the weakest pupils make good progress in developing their basic skills. Extension activities in lessons and competitions and local authority seminars are used to motivate and stretch the most able pupils. The school's programme of trips and visitors who come to talk to pupils help them to learn and empathise with the multi cultural and diverse nature of society.

The school is quick to identify underachievement and give help. Regular meetings are held to discuss pupils' well-being and the school's support mechanisms ensure that the most vulnerable receive the care and encouragement they need. Good use is made of outside agencies to add to this provision. Child protection procedures are firmly in place, safety audits are conducted on a regular basis and risk assessments are carried out for all activities, particularly for trips away from school.

The leadership of the headteacher is outstanding. She gives clear direction to the school's work which has led to the high quality of care and the excellent curriculum provision. She has been the driving force behind the improvements made since the previous inspection. Senior colleagues, committed and hard working teachers, learning assistants and administrative staff support her well. Forward planning is excellent because self-evaluation is rigorous and built upon wide consultation. Good use is made of challenging performance targets to raise standards. Leadership and management at all levels are good, as is governance. Governors are able to question and encourage because they know the school and receive detailed information about aspects of pupils' development. The school's capacity to improve is very good.

### **Effectiveness of the Foundation Stage**

#### **Grade: 1**

Children make excellent progress in developing their social and communication skills and by the time they enter Year 1 these skills are more advanced than is typical for their age. They have learnt to share and play together and have an awareness of their own needs and those of others. They talk enthusiastically about their experiences and enjoy listening to each other and adults. Such exceptional progress is down to sensitive teaching and a stimulating learning environment. The school is restricted in outdoor space but has made imaginative use of a wide range of equipment and materials to enable the children to explore the world around them. Very good links with the Nursery and the outstanding leadership and management of the Reception year ensure that children settle quickly and gain in confidence because they feel safe and secure.

### **What the school should do to improve further**

- Improve and increase the use of information and communication technology as an aid to teaching and learning in order to raise standards further.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

23 November 2007

Dear Pupils

Inspection of Roseacre Primary School, Blackpool, FY4 2PF

Thank you for the warm welcome you gave me when I visited your school. I enjoyed the day I spent with you and only wish I had had more time to see all the interesting things you are doing in lessons and in your clubs and sporting and musical activities. Please thank your parents for the comments they sent me about your school.

You are working hard and are keen to learn. As a result, you all make good progress and meet your learning targets. You are confident young people and have very good basic skills and the personal qualities to make the most of your education and to get a good start in life. All the pupils I spoke to were enthusiastic about the many visits out of school and the visitors who come to talk to you. I was most impressed by the work of the school council and the contribution it makes to the school's development.

The care and guidance you receive are excellent. You spoke warmly about the time the adults give to support you in your learning and to listen and help if you have worries. I particularly enjoyed the anti-bullying assembly run entirely by Year 6. It showed your concern for others and all that you do to make your school and welcoming and happy place.

The youngest children get an excellent start in the Reception year and they settle quickly and become confident. Pupils in Years 5 and 6 impressed me with their maturity and their ability to work independently. They take on many responsibilities and give a lot of help to their teachers and younger children.

Your teachers and the learning assistants work to give you the best possible education. One area that you will all be working on is to use computer technology to make your learning more interesting. I am sure you will make the most of these resources.

I send you my best wishes for the future. Christmas is not too far away and I hope you enjoy the festivities.

Yours sincerely

Brian Dower

Inspector